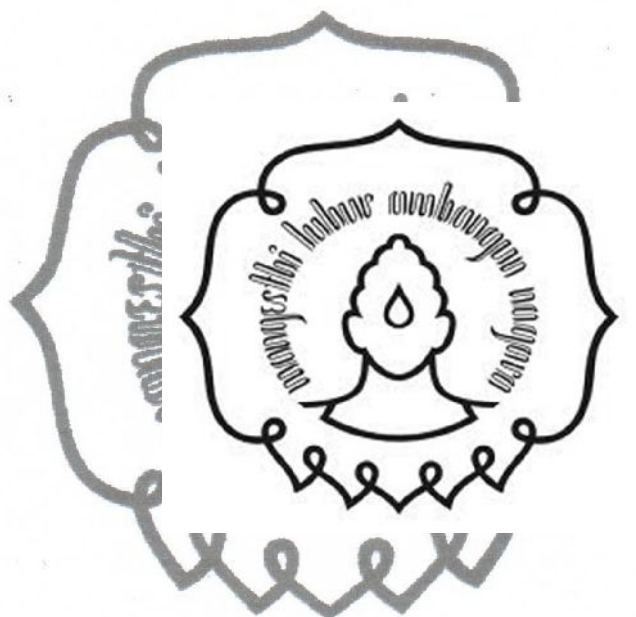


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# **THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN COOPERATIVE LEARNING METHOD TO TEACH WRITING VIEWED FROM STUDENTS' CREATIVITY**

**(An Experimental Study at the Fourth Semester of English  
Department of Purworejo Muhammadiyah University  
in the Academic Year of 2012/2013)**



**Written by  
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S891202016**

**A Thesis  
Submitted to the Graduate School as a Partial Fulfillment of the  
Requirements to Gain the Graduate Degree in the English  
Department**

**GRADUATE SCHOOL  
SEBELAS MARET UNIVERSITY  
2013**

APPROVAL

THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN  
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in the Academic Year of 2012/2013)

This thesis proposal has been approved by the Consultants and Head of English  
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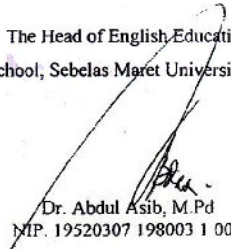
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**THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE  
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## PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN COOPERATIVE LEARNING METHOD TO TEACH WRITING VIEWED FROM THE STUDENTS’ CREATIVITY (An Experimental Study at the Fourth Semester of English Department of Purworejo Muhammadiyah University in the Academic Year of 2012/2013)”. It is not a plagiarism or made by others. Anything related the other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 2013

Erna Susilaningsih  
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## ABSTRACT

ERNA SUSILANINGSIH. S892101016. 2013. *The Effectiveness of Team Project Technique in Cooperative Learning Method to Teach Writing Viewed from Students' Creativity (An Experimental Research at the Fourth Semester of English Department Students of Purworejo Muhammadiyah University in the Academic Year of 2012/2013)*. First Consultant: Dra. Dewi Rochsantiningsih, M.Ed, Ph.D. Second Consultant: Dra. Diah Kristina, M.A, Ph.D. Thesis: English Education Department, Graduate School, Sebelas Maret University, Surakarta, 2013.

This research aims at establishing whether: (1) Team Project Technique is more effective than Guided Writing to teach writing skill; (2) the students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching techniques and students' creativity in teaching writing skill to the fourth semester students of English Department Students of Purworejo Muhammadiyah University in the Academic Year of 2012/2013 in the academic year of 2012/2013.

The technique which was applied in this research was experimental study. The population of this research was the fourth semester students of English Department which consists of 218 students. The sample of the research was two classes; the class G (the experimental class) and class F (the control class). The sampling technique used was cluster random sampling. Each class was divided into two groups (the students having high and low creativity). The techniques of collecting data were creativity and writing test. The data were analyzed by using Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tukey test.

The result of data analysis shows that: (1) Team Project Technique differs significantly from Guided Writing to teach writing; (2) students having high creativity differ significantly from those having low creativity; and (3) there is an interaction between teaching methods and students' creativity in teaching writing and the result of Tukey test shows that: (a) for the students having high creativity, Team Project differs significantly from Guided Writing to teach writing; and (b) for the students having low creativity, Guided Writing does not differ significantly from Team Project technique to teach writing.

Based on the result of the research, it can be implied that Team Project Technique provides more significant result in teaching writing compared to Guided Writing. The difference of students' creativity level also influences their ability in writing. Moreover, the research also shows that the effect of teaching technique depends on the students' creativity. Therefore, English lecturers are recommended to be able to select the appropriate teaching technique to teach writing for the students having high and low creativity; and this research elaborate that Team Project Technique is one of recommended teaching technique which can be applied in writing class.

Keywords: *Team Project Technique, Guided Writing Technique, writing skill, creativity, experimental study*

## MOTTO

Which, then, of your Sustainer's powers can you disavow?

(Q.S Ar-Rahman)

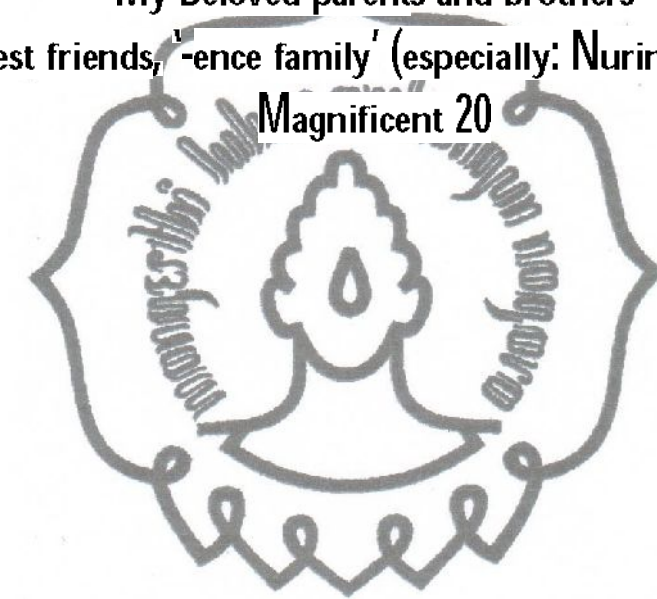


*commit to user*

## DEDICATION

This thesis is dedicated to:

**My Beloved *Imam*, Dedi Setiaji Herlambang**  
**My lovely kind daugther, Salwa Izza Nurzahra**  
**My lovely baby boy, Muhammad Natsir**  
**My Beloved parents and brothers**  
**My best friends, 'ence family' (especially: Nurince) and the**  
**Magnificent 20**



*commit to user*



## ACKNOWLEDGEMENT

In the name of ALLAH SWT, the Almighty God, the researcher would like to thank for the blessing to complete her thesis. This thesis can not be fulfilled without the help of so many people. She would like to express her gratitude and appreciation to Dra. Dewi Rochsantiningsih, M.Ed, Ph. D, the first consultant who has patiently and willingly given invaluable advice, guidance, plenty of supports and motivations. Moreover, for her sharing about how to ponder something from other point of views and for the values of doing good deeds. Dra. Diah Kristina, M.A, Ph. D, the second consultant who encourage her to think out of the box as an English teacher, and of course, thank for her valuable advice, guidance, chance and time.

Great gratitude also goes to Dr. Abdul Asib, M.Pd, the head of English Education Department of Graduate School Sebelas Maret University for his chance for the researcher to finish this thesis and The Director of Graduate School of Sebelas Maret University who permitted the researcher to write this thesis. She would like to thank you to Semi Sukarni, M.Pd, the Head of English Department of Purworejo Muhammadiyah University, for her permission to conduct the research, Tusino, M.Pd, B.I, the writing lecturer, and all of the fourth semester students of Purworejo Muhammadiyah University.

In order to improve this thesis, all supporting suggestion and criticism are openly welcome. Finally, the writer does hope that this thesis will be able to give useful contribution and ideas to improve the English teaching learning process.

Surakarta, August 2013

Erna Susilaningsih



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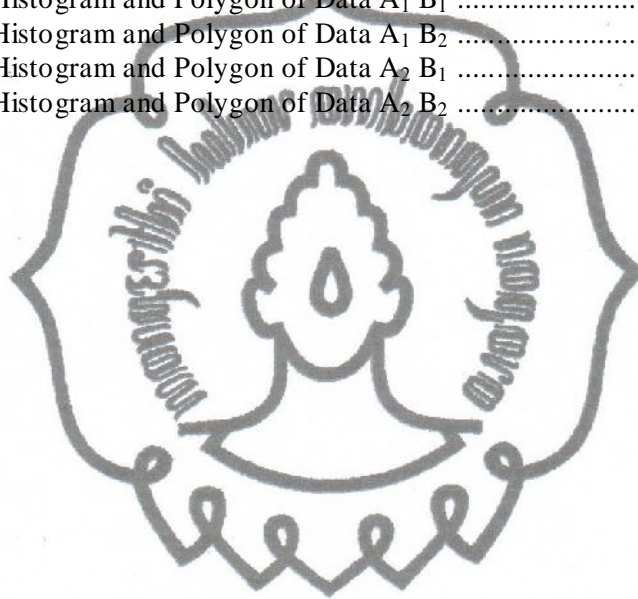
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